

# THE NEWS

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Monday, January 14, 1974

## Expansion, Yes; Coed, No



John Whitehead, chairman of Haverford's Board of Managers, making announcement last night to capacity crowd at Roberts Hall.

By ANDREW SILK

Haverford will expand and not admit women — at least for the time being. In meetings held over the weekend the Haverford Board of Managers agreed on a plan to “moderately” increase the size of the student body, towards a tentative maximum goal of 1000, while leaving open the ultimate question of coeducation.

Announcing the decision to a packed Roberts Hall audience Sunday night, Board Chairman

John Whitehead conceded that after 15 months of extensive debate on the two campuses, “no clear consensus had emerged.”

But forced to come to a consensus, the Board took a middle ground: it provided for an expansion, but left undecided its length and duration; and it blew the whistle on coeducation, but not for any specified period of time.

### Expansion

Expansion will begin with the class of 1978, which will have as many as 50 additional students. There are no plans as yet for new dormitories. Two faculty members will be added for every twenty-five new students and the student-faculty ratio will gradually increase from ten to one to twelve to one. When the college reaches 850, presumably in three or four years, there will be a pause in the growth, and the actions of the past years will be carefully re-evaluated.

But expansion might also be halted at any time. The Board established an ongoing college-wide committee, made up of members of the administration, faculty, student body and the Board itself, which could recommend a halt, if educational or social principles were being compromised.

### Admissions Assurance

These safeguards were apparently designed as an insurance to the Admissions Office, which has maintained throughout the debate that expansion without coeducation could be disastrous.

The Board made clear that “any expansion of the student body is subordinate to the policy of maintaining present admissions stan-

dards.”

In deciding to continue cooperation, the Board called for the establishment of another bi-college committee to study all aspects of relations between the schools, presumably like the Intercollege Cooperation committee created in 1969. But while it called for the college to “pursue with renewed vigor the possibilities for achieving a fuller coeducation through cooperation with Bryn Mawr,” the Board also stated plainly that there could still be a shift to independent coeducation at any time.

### Arguments

In its statement, the Board addressed itself to anti-expansionists who had maintained that growth was not fiscally wise, that a bigger school would lose its sense of community, and that the current imbalance in cross-registration could get out of hand.

The Board said that although criticisms of possible capital expenditures may be valid, (they) are not of an order that negates the thrust of the projections. It also concluded that a modest size increase would not be seriously disruptive to the college's feeling of community.

The Board argued that gains in fiscal stability and potential for innovation outweighed the possible disadvantages.

What would have been both destructive and improper, the Board maintained, was a cut in faculty size, and it concluded that without expansion, such a cut would have been necessary.

The Board also spoke to those who favored coeducation. It admitted that the “moral argument”, which maintains that Haverford has no right to deny full education to women — was left unanswered.

It argued, however, that “other issues were more compelling”: A lack of any firm commitment to coeducation on Haverford's part, the potential damage to Bryn Mawr, and the possibility for greater cooperation.

### Burst of Applause

Following Whitehead's address, President Coleman spoke, and he expressed relief that the issues had been temporarily put to rest. He said that although his proposals had not been fully approved, he felt good about being at Haverford.

He appeared most concerned about the impact of the decision on Haverford's applicant pool. Earlier this year, speaking out against expansion without coeducation, he said a growing, all-men's college might eventually discover that the students in a class “were not good enough”. But last night he said he thought the admissions office could get the students.

## BMC on Board's Decision: 'The Best We Could Expect'

Two groups are satisfied with the Board of Managers decision on coeducation and expansion announced last night — the Board of Managers and Bryn Mawr administrators. Haverford faculty reaction, however, was mixed. Those faculty members who favored expansion as well as those who preferred the status quo were generally disappointed.

### At Bryn Mawr

On hearing the Board's recommendations, Bryn Mawr administrators reacted warmly, but with reserve. One commented that while the decision was “the best that we could have expected out of the situation,” Bryn Mawr “should not gloat.”

“May I just say that we have meant what we have said about two-college cooperation in resolutions to the Board and to the students,” said President Harris Wofford. “We welcome this renewed opportunity to demonstrate the desirability and viability of a two-college, coed community.” He pledged his support for the proposed joint committee on cooperation.

Dean Mary Patterson McPherson noted that the decision provides “a very exciting challenge to both institutions.”

Director of Admissions Elizabeth Verney was “pleased with the decision to pursue coeducation with Bryn Mawr rather than independently,” and said that Sunday night's presentation was “really very well handled.”

### The Board

Board member Dr. James Katowitz spoke of the diverse opinions that existed when the Board was first beginning to deal with the specific issues, and com-

mented that there was much healthy and valuable discussion between Board members. Katowitz reported that there had been many doubts on all sides of the discussion, but that the final consensus left everyone with a good feeling that the right course had been taken for Haverford.

Katowitz emphasized that it is vitally important to “continue to discuss and clearly define what our mission and goals are for the future.” Katowitz noted that there had been considerable polarization

in the community over the issues of expansion and coeducation, and stressed that now that the decision is made it is important to be positively behind it, making the results of that decision as valuable as possible.

Maxwell Dane, reported that the atmosphere of the meetings had been very fine and that a real consensus was reached in the final draft of the Board's report. An executive committee of the Board of Managers presented a report to

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## Behind Clapping: Students Doubtful

By PAUL SOCOLAR

As Board of Managers Chairman John Whitehead approached the announcement of the decision on co-education, a hush settled over the packed Roberts Hall auditorium. One student crossed himself.

With Whitehead's statement that “Haverford should at this time continue to pursue cooperation with Bryn Mawr College”, there was an eruption of applause lasting half a minute. Several dozen students rose to their feet to cheer the decision.

### Not All Cheer

Virtually all Bryn Mawrers and perhaps a majority of Haverford students received with approval the recommendation not to admit women. However, there is still a considerable lack of faith at Haverford, particularly among underclassmen, in the coeducation-through-cooperation approach.

Students' Council Vice President Barry Zubrow continued to call for coeducation at Haver-

ford and said he expected it to come “unless in the next year or two Bryn Mawr suddenly really starts moving toward more cooperation.”

The decision for a cautious expansion seems to be causing much greater apprehension among Haverford students. The announcement at Collection that the school might expand to as many as a thousand students was followed by audible gasps from the audience.

### Expansion's Dangers

Despite the Board's recommendations for continual review of expansion, students expressed fears that admissions standards would have to be lowered, that dorms and other facilities would be overcrowded, and that the school would lose much of its small college atmosphere.

Roddy Bell, Students' Council President, who was pleased with the Board's recommendation on coeducation, said, “If the Board

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In the wake of the news, Bryn Mawr rejoices.

# THE NEWS

## No Decision

As Haverford philosophy Prof. Aryeh Kosman said about the Board's decision, "It's like someone saying, 'Let's listen to Beethoven,' and another wanting to listen to Bach, so they compromise and put on Lawrence Welk."

The decision to expand towards 850 without going coed immediately leaves us, as all sides warned throughout the debate, with the worst of all options. It is a decision not to decide.

The issues that have been wrestled with for a tiring fifteen months, the issues that should have been resolved, are not now laid to rest. Haverford is not firmly committed to either cooperation or expansion. Rather, the stage is simply set for further debate, for an "ongoing examination," of both the expansion and coeducation issues.

The Board did their homework admirably, but failed the real test. What emerged from all their research was not a strong, definitive consensus about what Haverford's policy should be, but a most unsatisfactory compromise of the various proposals before them. In a community of 1500 people, it's futile to try to please all the people all of the time.

Consensus is designed to strengthen, not dilute opinion — it is supposed to find the best alternative, not the least common denominator.

Nonetheless, if acted on in good faith, the Board's recommendation can give a new impetus to bi-College cooperation. The joint committee will be effective if it deals with clearly defined goals — not vague rhetoric.

We hope this is possible. The debate itself has been the most divisive force within and between the two schools. By the end of the first semester faculty-administration relations at Haverford were at an all-time low, communication between the administration of the two schools had also become seriously impaired.

The colleges woke up this morning with the disillusioning realization that it's all not over. We hope that there is a will and desire to put aside this nightmare and begin the important work.

A word of praise must be given to the Haverford administration, not only for providing us with an endless flow of copy but for carrying on their campaign, for the most part, frankly and honestly.

**THE BRYN MAWR-HAVERFORD COLLEGE NEWS**, a weekly newspaper for students, employees, and friends of Bryn Mawr and Haverford Colleges.

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## Lunatic Fringe

# No SAGA, No Heat, No Books . . .

By STAN LACKS

Now that Guy Lombardo's Ball has dropped, its time to begin a New Year at the projected co-ed campuses of Bryn Mawr and Haverford. We now know for sure that Jack Coleman is either Owen Marshall on a day off, John Lindsay on the Johnny Carson show, or Johnny Carson on the John Lindsay show. Some people say this must be the Year of Europe, just because so much has changed since we last met. Abe Beame really is Mayor of New York, Woody Allen has successfully cloned an alien nose, and some of us are no longer plagued by SAGA's el rancho on rye with plenty of plastic.

Jack Coleman is a worried man this week because his students have nothing to read. Thus, for this special issue, he has released an off the record "First Day of Classes" quiz, which we at the NEWS found more intriguing than wild dreams of Quinlin Medical College. It certainly helps explain why you feel like eating dinner in the darkness of 9 a.m.

1. Why is it suddenly impossible to tell Jack Williams and Tom O'Andrea apart?

**Answer:** Because if you had to figure out how 1000 men were going to fit into Roberts Hall for the next Board Decision, you'd grow a beard too.

2. Why was Harris Wofford not smiling at opening Collection last night?

**A.** Could it be that flat grass (and those tired trees) at Haverford these days.

3. How can I see Kohoutek without injuring my grade point average?

**A.** See Prof. Louis Green.

4. Why?

**A.** Because rumor has it that his telescope is even brighter than the naked eye.

5. When Richard Nixon eats at McDonald's, who pays the bills?

**A.** Sam Gubins (only those that aren't vetoed)

6. Who cleans up the mess?

**A.** The Frigid American People (Had to get that one in).

7. Is it true that all the dorms will stay cold until Haverford goes co-ed alone?

**A.** Only if Simon says. . .

You have a Slater break now before we go on with this exercise? Now then. . .

8. Who will Jack Coleman blame if the Board's latest decision doesn't work out?

**A.** Ask again next January.

9. If a woman only wants to come to Haverford, what can she do?

**A.** Get a job on the faculty.

10. Now that Super Sunday VIII has passed into history, is there

any chance that I will be able to use the new Haverford Locker Facility?

**A.** That's a stupid question.

11. Who writes Jack Coleman's material?

**A.** Gerry Ford.

So, we're back at Bryn Mawr-Haverford (or some combination thereof), with no heat, no SAGA, and no books. It's almost like the real world in January. Nixon hasn't been impeached yet and Rizzo's mouth is beginning to thaw. We've been uplifted by Collection and Convocation and our focus shifts from expansion to class night and Plenaries. Groundhog and National Nothing Day are right around the corner. Just four and one half years ago on July 20, 1969, at precisely 10:56 p.m. Eastern Daylight Time, Neal Armstrong made a human footprint on the glassy sand of the moon's surface. One step for mankind later, we begin anew.

We have a cease fire on the coeducation front in a battle "with only winners". Somehow, both those for expansion and those for cooperation have won, and we have at last achieved Piece with Honor. Now, Jack Coleman has challenged us to the Battle of the Wit. Just the other day, Gerry Ford exclaimed: "I can't cook, but I sure can do the dishes."

# Rounding Out The News

## No Books

The Haverford College bookstore will not be open for at least a week, due to delays in moving its quarters from the Old Union building to the new Student Center. In making this announcement at the opening Collection, President Coleman asked that students not go elsewhere to buy their course material, but wait until the new store is open. Faculty members have been advised of the situation.

## Gubins

Haverford economics professor Samuel Gubins has accepted a full time administrative post as assistant vice president for planning

and budgets.

Gubins's new job is part of a general reorganization of the administration, designed to provide tighter budget control and stronger long term planning. Gubins was author of economic models upon which the administration based its arguments for expansion before the Board last fall.

## NEWS Staff

The NEWS is regrouping forces for second semester. Anyone who's worked or would like to work is asked to come to a general staff meeting in Erdman living room at 5:30 Friday.

People interested in the new NEWS magazine should come to a meeting at 6 p.m. Friday,

also in Erdman.

Writers always welcome; photographers and darkroom workers especially wanted. Sports writers are urgently needed.

## Bus Ed

A new course, Intercollegiate 101, Dimensions in Coeducation and Cooperation: A bicollege Study of Uniqueness in American Higher Education, will be jointly taught by Harris (Unique) Wofford and Jack (Self-Interest), Coleman, this semester.

The class will meet twice an hour on the blue bus. It is unclear whether this will be a credit or a discredit course.

# Board, Faculty

(Continued from page 1)

the Board as a whole, and, Dane said, for the most part this report was adopted. Among the modifications made by the Board before final approval was the insertion of the clause stating that there would be a review of the policy when enrollment reached 850.

Perhaps the most important result of the Board's deliberations, Brown commented, was that for the first time in the five years he has been on the Board, it has really wrestled with the issues thoroughly, and has come alive in many ways. The Board was drawing closer to a more direct and valuable relationship with the college, Brown said, noting the contact made with large numbers of students.

Thomas Brown, Chairman of the Friends Council on Education, felt that few members of the Board were completely satisfied with the compromise that had to be made. Brown reported that there had

been a strong feeling that a decision had to be made, that it could not be put off any longer.

## Faculty Dissension

Some dissenting voices, however, can be found among the Haverford faculty. According to Ariel Lowey and Sara Shumer, support among the faculty for expansion was based on the presumption that it would be accompanied by coeducation. Lowey feels the faculty view the new policy skeptically. Shumer said that "to go to 1000 is to have the problems of expansion without the benefits of coeducation." Shumer favored expansion.

Philosophy Prof. Aryeh Kosman sees the new policy as "slightly better than a poke in the eye with a sharp stick." Kosman feels that 750 was the "way to a viable distinctive coed community with something to offer," but favored expansion for the sake of coeducation.

"None of us really considered

(the decision announced) a real possibility." Kosman termed it the worst possible decision that could have been made. "It's parodying the issue of consensus."

History Prof. Linda Gerstein, who favored the status quo, is "somewhat disturbed at 1000 men" and disappointed in the hesitancy of the decision. But, she said, "We're not morally prepared to go coed. We're not prepared to mount a first rate apparatus for dealing with women."

Other faculty members besides Lowey said they saw the newly announced policy decisions as putting cooperation to the test and providing an opportunity to further explore its possibilities.

Louis Green was "very pleased indeed that cooperation with Bryn Mawr is being pressed to this extent." Although he favored the status quo, Green said he saw the expansion issue as subordinate to that of coeducation and so was happy with the announced plans.

# Student Response

(Continued from page 1)

felt expansion was essential financially, I must go along with it," but added, "I'm glad I managed to go here while the college was small."

He and others saw in expansion the potential for increased diversity in the student body and faculty.

## No Decision

Many students at Haverford had no strong reactions to the Board proposals; according to many students, the recommendations are

so flexible and open to change that the decisions on coeducation and expansion have in effect been only postponed.

Proponents of coeducation can hope that Haverford will decide next year to admit women, and foes of expansion have been provided with mechanisms safeguarding against ill effects of expansion. The strongest student feelings against yesterday's announcement may be those of people who hoped to resolve the issues once and for all this year.

# Premature To Recommend Final Policy Changes...

The following is a partial transcript of the statement released by the Board of Managers on coeducation and expansion, read to the College community by Board Chairman John Whitehead in Roberts Sunday night.

On Jan. 12, 1974, the Board of Managers of Haverford College concluded its long consideration of the issues of expansion and coeducation at Haverford, and came to agreement on a course of action for the college. This memorandum describes the issues as presented to the Board, the arguments (in brief) that have been advanced on those issues, the Board's reasoning, and the positions it has adopted.

Decisions relating to an expansion of the Haverford student body and to the acceptance of women as degree candidates involve issues on the highest level of policy. Over the past 15 months, the entire college community has been discussing and debating these matters; many meetings (both formal and informal) have been dedicated to them; and many memos have been generated.

No clear consensus has emerged, however, with regard to either of the two central issues. Because so much of decisive importance remains unclear, and so many different opinions and concerns have been expressed, the Board concludes that it would be premature to recommend any final policy changes that would be difficult to reverse. It has chosen instead to project a path for the time immediately at hand, to provide procedures for continuous monitoring of that path, and to preserve sufficient flexibility to enable us to alter its direction in the light of experience.

## The Issues

— Should Haverford's student body grow? If so, by how much should it grow?

— Should Haverford become an independently coeducational institution, offering degrees to women as well as to men?

## Reasoning or Expansion:

After carefully weighing the arguments presented above, the Board believes that a modest expansion of the student body is in the interests of Haverford College. The only alternative method of increasing our faculty-student ratio to a more fiscally responsible level would be to reduce the size of the faculty by not filling vacancies as they arise and by discharging faculty members whenever feasible.

This alternative would be both improper and counter-productive. Our primary loss would necessarily be among the younger members of our faculty, the recent appointees, those who are lowest paid and non-tenured. The Board therefore concludes that growth in the size of our student body is warranted, and that it should proceed along with some growth in the faculty toward the eventual target of a student-faculty ratio approximately 12:1.

It is convinced, despite arguments advanced to the contrary, that the additional tuition income generated by such controlled growth, if properly managed, will improve the college's budgetary situation and provide a greater opportunity for innovation in our academic programs and for creative response to new challenges and demands. To the extent that it facilitates the achievement of a balanced budget, expansion will also contribute to success in securing those foundation and corporate grants which are predicated on evidence of fiscal responsibility in the management of financial affairs.

The Board has studied the financial projections presented to it with regard to both stable size and expansion models. It has considered criticisms relating to the cost of dormitory space and the possible need for other capital expenditures, which together cast some doubt on the adequacy of the projections in the capital area. However, after extensive discussion, the Board has concluded that the impact of these and other criticisms are not of an order that negates the thrust of the projections. It believes that, overall, their findings are reasonable.

Careful consideration was also given to the concern of many Haverfordians that an enlarged college community could be less of a true "community." The Board shares this concern but notes that in any consideration of the Haverford community, important other facts beyond size must be taken into consideration, including the extent of diversity, the depth of concern for preserving two distinct institutions, and the value-orientations of campus life.

The Board concludes that a modest increase in size will not in itself be a decisive factor in the shared concern for community. Haverford will remain a distinctively small college, and the Board urges that all segments of the community join in seeking new ways to protect and strengthen the college's abiding concern for the uniqueness of each individual and for a closeness of relationships that nurtures the personal and intellectual growth of all its members.

## Decisions On Expansion

• The College should expand gradually toward a tentative maximum goal of 1,000 students adding not more than 50 students in any one year. This expansion should proceed as rapidly as is commensurate with our ability to provide for the needs of the additional students, and to maintain our admissions standards.

• From the beginning of the expansion program, one new faculty position may be created for each 25 additional students enrolled. This policy will not result in a

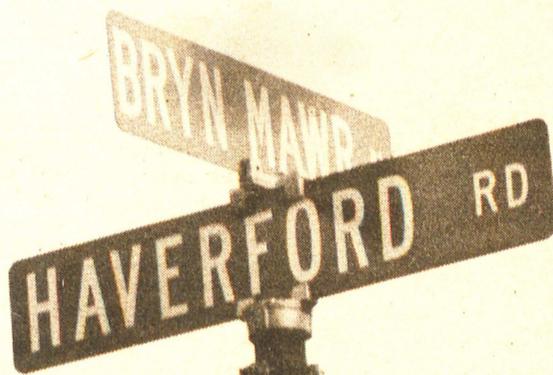
12:1 student-faculty ratio unless a total enrollment of 1,000 is reached, but it will move the college decisively toward this goal.

• A committee composed of representatives of the Board, administration, faculty, and students should be established and charged with responsibility for the continuous monitoring and evaluation of the expansion program and for recommending to the Board whatever alterations or reassessments of the program become advisable as special problems are noted or negative effects attributable to expansion become clear.

In line with these duties, the Board specifically directs that there be a pause in the expansion process at approximately the 850 level, and that a Board review of the program be undertaken before any commitments are made that would carry us beyond that size.

## Reasoning On Coeducation

The Board is persuaded that a genuine coeducational environment is desirable for Haverford College: coeducational classrooms offer a richer and broader range of viewpoints and a more normal environment for learning. Genuine coeducation is also desirable as a basis for attracting the numbers of applicants needed to ensure the



continued enrollment of qualified students. This is certainly true if we grow: it is probably true even if we remain stable in size.

The real issue faced by the Board, therefore, has not been over the desirability of fuller coeducation, but rather whether it may be best obtained through increased cooperation with Bryn Mawr or through independent coeducation for Haverford.

The Board discussed the arguments adduced to support independent coeducation and recognized their cogency, but it emerged from its deliberations with the conviction that Haverford should at this time continue to pursue coeducation through cooperation with Bryn Mawr College. Our reasons:

• Many board members continue to believe that cooperation can prove to be a unique and viable method for achieving coeducation, and they feel that despite problems that have arisen, further efforts in this direction are warranted.

• Many are also concerned by the prospect that the impact on Bryn Mawr of a decision by Haverford for independent coeducation would be sufficiently negative to threaten the cooperation that has been so valuable to both institutions.

The Board has therefore concluded that the right course for Haverford now is to pursue with renewed vigor the possibilities for achieving a fuller coeducational environment through cooperation with Bryn Mawr. It recognizes that there are limits to the degree of coeducation achievable through the cooperation of two strong institutions committed to maintaining their independence and distinctiveness, but it remains unclear precisely where these limits lie and whether satisfactory results in keeping with the aims of both institutions can indeed be obtained. Bryn Mawr has legitimate educational aims which may be incompatible with Haverford's legitimate desire for a genuinely coeducational environment, and the Board feels the need for further joint efforts in order to determine how intractable are the limits fixed by the policies of both campuses.

A related question that must be examined is the impact of the cooperative process itself on those qualities and characteristics that Haverford identifies as constituting its distinctiveness. It may be in the best interests of Haverford to place its own limits on the level of cooperation it seeks in certain areas.

The Board is aware that it has left unanswered the moral argument for direct matriculation of women students at Haverford. This is a weakness in the course

that has been chosen, but the Board finds other considerations more compelling and cites the possibility that there may also be a moral consideration in abandoning prematurely the opportunity to develop an exciting and viable alternative to conventional coeducation within the American academic scene.

## Decisions on Coeducation

• Haverford is committed to achieving a fuller coeducational environment. The Board has decided that at this time the most appropriate path for seeking this goal is through expanded cooperation with Bryn Mawr College. It therefore directs that Haverford continue for the present to admit men only as degree candidates.

• The Committee on College Objectives and the Committee on Student Affairs are jointly charged with the task of redefining the distinctive modern mission of the college and with recommending areas in which these aims can be given practical expression. The Board regards this task as essential to the continuing evaluation of the cooperative program, and indeed to the assessment of all aspects of campus life. It further asks that the Committee report on these matters to the full Board at an early date, and that ample time be provided for discussion by the Board of their findings and proposals.

• The Board asks for the concurrence of Bryn Mawr College in establishing a joint Bryn Mawr-Haverford Committee composed of representatives from the Boards, administrations, faculties, and student bodies of the two colleges. This committee would be charged with the following responsibilities:

A. To compile a list of specific joint targets for cooperation that are compatible with the distinctive goals of both institutions. This should be a first order of business, with the list being presented to both Boards for their consideration at the earliest possible date.

B. To develop effective procedures for monitoring progress toward the goals listed. In this connection, the Board suggests that the Haverford and Bryn Mawr components of the joint committee meet separately as needed, to assess progress and problems in terms of the particular aims of their campus, returning to joint sessions to share conclusions and examine compatibilities. It is expected that the work of the Haverford component of this joint committee will be greatly aided by the deliberations of the two Board committees as projected above.

C. To report regularly to the two Boards on the status of the whole cooperation program. From the point of view of Haverford College specifically, the Board anticipates that these reports will provide the most important data on which to base a continuing review of the decision not to accept women as degree candidates at this time.

## Implications For Admissions

The Board recognizes that the policy directions it has taken will create a special problem for Haverford's admissions office in that these decisions will not make available to it the pool of potential female applicants to help implement the expansion program. Our admissions staff has performed magnificently in Haverford's behalf over recent years. The added burdens now imposed upon it constitute a difficult assignment, and it is therefore appropriate to offer the following assurances as a way of easing the position in which the admissions office is placed.

• Provision is made in these proposals for continual review of the growth process, so that it may be halted whenever it becomes impractical from an admissions standpoint.

• It is understood that any expansion of the student body is subordinate to the policy of maintaining present admissions standards. Growth is **not** to be accomplished by the lowering of standards.

• The aim of the policy of increased cooperation with Bryn Mawr College is to move toward a more fully coeducational environment, so that the admissions office can appeal to the large majority of the male pool who prefer coeducation. It is anticipated, for example, that one of the first goals to which the new joint committee on cooperation will address itself is the achievement of more genuine coeducation at the freshman and sophomore levels at Haverford College.

• Additional staff and budget will be made available to enable the admissions office to broaden the base of its recruiting efforts and to tell the Haverford-Bryn Mawr story in a more adequate way.

## Afterword

The Board has no illusions that these recommendations on expansion and coeducation will be received enthusiastically by all segments of the Haverford community. It has tried to chart directions and to provide for constant monitoring, to set the college on a promising course, but in ways that give real opportunity to those who have doubts about its wisdom to watch its progress, to call attention to problems, and if necessary to change the course.

The Board has deliberately left open the possibility of a shift to independent coeducation or an early end to the expansion process whenever such changes are felt to be warranted. This approach has been taken because it deeply shares President Coleman's conviction that if the college comes out of this long and painful period of debate with "winners and losers," **all** will be losers. The Board hopes that all segments of the community will now unite in implementing these policies.

# 'Time Passed is Present in Time Future'

The Board of Managers' decision to expand a one-sex Haverford, announced last night, is the latest climax to active debate over coeducation that is now nearly five years old. The spectre of expansion, broached 2-1/2 years ago by President Coleman, has been the less emotional of the debates, centering upon economics and internal direction, without the inter-College controversy the coeducation possibility caused. As proposals for coeducation intensified, the level of bi-College cooperation grew, though never enough, it seemed.

To provide some context for the politics and emotions of the controversy, *THE NEWS* presents a brief, year-by-year resume of the coeducation debate. The four-year history was written by Charles Durante '73. The current year is summarized by Andy Silk.

## 1969-70

The first phase of the coeducation issue at Haverford grew out of the long-time restlessness of the all-men's collegiate situation.

After 136 contented years of coeducational inertia, speckled occasionally with vague, disorganized cries for women present on campus, Haverford decided in 1969 to begin exploring the coed experience by beginning a two-pronged program: having a dormitory exchange with its long-destined spouse, Bryn Mawr, and instituting a four-college exchange program with distant all-women's colleges: Vassar, Smith, Sarah Lawrence and Wells.

For Bryn Mawr, the 24 men living in Radnor Hall were the first of Adam's sex to live on campus as undergraduates. At the time, parietals, the remaining vestige of administrative sanction on social behavior, were completing their final year at the 84-year-old college.

Stories in local papers and wire services heralded Haverford's 39 woman arrivals. Justification to alumni was cited by a spring, 1969, poll that showed 92 percent of Haverford students favoring women residing on campus. President Coleman, in his first remarks to the entering class of 1973, said, "Welcome men, and maybe this is the last time I'll be saying just 'men.'"

Students' Council, at the time a 45-member "hall rep" body, commissioned studies on student opinion, which never achieved a decisive consensus, and which, in keeping with the preliminary nature of the experiment, were not brought into apocalyptic public debate.

## 1970-71

The "Ambler Commission Report" printed here in its entirety Sept. 18, 1970, asked for a "substantial number of women students as full and regular contributing members of the College community."

Otherwise, it said, "We believe that the Statement of Purpose cannot be fully realized."

The 50-page report was the summation of a year's study by Admissions Director William Ambler, Dean of Students James Lyons, Frank Carney '73, Gary Greenspan '72, Bill Ingram '70, and Joel Cook '69, Profs. Harmon Dunathan, James Ransom and John Davison.

There would be five ways to achieve such conditions, said the report, open-ended in its conclusion. These means included: allowing upperclass women to transfer to Haverford; merging with Bryn Mawr (dismissed as an undesirable impossibility), strenuously increasing cooperation; fully coeducating; and instituting the "upperclass choice" model, where students at Haverford and Bryn Mawr might choose to major at either college, subsequently graduating from that college. In such a model, the only

transfer requirement would be the customary departmental approval of its majors.

The dorm exchange was raised to 112 for the following year, with Merion to join the integrated ranks at Bryn Mawr and Gummere and Leeds newly used at Haverford.

## 1971-72

President Coleman wasted no time in delivering the first bombshell of the boycott-highlighted 1971-72 year. In opening Collection, he came out for full, independent coeducation, with the little-noticed corollary that the school should at the same time expand for fiscal reasons.

The defeat of the idea came in three steps. First, a groundbreaking 73-inch, two-part viewpoint by Alex Hancock '73 was published here, setting forth several alternatives to the proposal.

Secondly, an open debate in Roberts on Oct. 31, 1971, featuring six speakers, showed a community, represented by 400 partisans, to be against coeducation 'at that point in time.' The speakers were Presidents John Coleman and Harris Wofford, Bryn Mawr Dean Mary Patterson McPherson, Haverford Vice President Stephen Cary, Cathy Davidson '73 and Chuck Durante '73, the latter predicting the linkage of coeducation to financial necessity that was formalized in the 1972 proposal.

Finally, a campus committee chaired by Prof. Louis Green first supported a compromise allowing women to enroll as transfer students, then retracted that idea. The committee included Assistant Dean Greg Kannerstein, Ambler, Lyons, Davidson, Prof. William Hohenstein, Jon Bondy '73, Isaac Finkel '73, Susan Bell '72, a member of the original four-college exchange, Florence Levitt, BMC '72 Jim C. Wright '74, Ron Begley '74 and Swarthmore Prof. Helen Hunter, wife of the Haverford economist.

A December letter by "the seven blocks of granite," as described in a *NEWS* editorial, opposed the idea of women transfers. The seven professors were so named because of their giants' status in academe and popularity.

As a result, the Green Commission retracted its support of the transfer idea in January, a month after the proposal was made in open session in Stokes. Coleman passed along the recommendations to the Board, whose own committee, composed of Robert Balderston, Mac Dane of the White House Enemies' List, John Gummere, Jim Katowitz, Louis Matlack, Martha Stokes Price, Bernard Lentz, Maurice Webster and Neil Stafford '73, independently opposed coeducation.

The Board decided, Jan. 19, 1972, to accept the two committees' recommendations.

May 14, Haverford granted degrees to six women from the original four-college exchange after initially balking on the matter two



Former Dean of Students James Lyons and Prof. Louis Green.

years earlier. A College-wide petition and intense lobbying led to the Haverford's first array of women graduates in nearly 30 years.

Faced with the Haverford demand to step up cooperation in wake of the coeducation rejection, the Intercollege Cooperation Committee proposed allowing any student to major, for academic reasons, in a department at either school, subject to approval by either the department alone or also by a committee.

The Haverford EPC approved the plan in no time, but despite Dean McPherson's support it ran aground on Bryn Mawr faculty opposition.

## 1972-73

Coeducation seemed a dormant issue to Bryn Mawr administrators following a March 15, 1972, letter from President to President, assuring "my own non-involvement from here on in any leadership in the subject of coeducation."

As students were leaving for fall break, Oct. 20, 1972, they found in mailboxes a ten-point "policy discussion paper," in which the expansion idea was revived as economic necessity, with coeducation a necessary sidebar.

The campus-wide committee of 1971-72 was not revived, rather campus opinion was sought through the Educational Policy Committee and Administrative Advisory Committee, charged to pass on educational/environmental and economic needs for and implications of the move.

The AAC's investigation turned up a mixed bag of evidence, leading to tentative support by a 4-3 vote in May, on economic grounds. The three opponents, all Haverford students or graduates, called the expansion model overly sanguine and called for further investigation of a half-dozen alternate money-raising methods.

The Educational Policy Committee opposed the move on the educational and environmental parameters it was charged with examining.

A series of figures in a 22-page November projection by the President's office was revised by Prof. Samuel Gubins, who saw a 1,250-student model as most desirable for the College.

A major blow to cooperation began the year. The two Colleges, squabbling over who would benefit less from implementation of the McKinsey & Co.'s recommendations for business cooperation, refused to merge their personnel, receiving and other operations, as designed by the management consultants.

The Board of Managers decided, at the end of 1972-73, to put off a decision until some time in the

following academic year.

Reasons for the administration's shift from cooperation to dogged pro-coeducation lobbying? "We finally realized that cooperation had two distinct bases at the two Colleges," said former Dean James Lyons.

"Haverford is cooperating because it wants to become a coed environment, and Bryn Mawr is cooperating because it wants to stay all-women's."

## 1973-74

The debate started in low gear this year. In his opening Collection speech, Coleman reasserted the administration's allegiance to expansion and coeducation, but stressed that the tone of discussion was almost as important to the health of the community as the issue itself.

He urged the campus to find some way to uniting before the January Board meeting.

The issue simmered until a few weeks before the November meeting of the Haverford Board of Managers. Students and faculty at both schools seemed at a loss to add to the reams of opinion and argument that had stockpiled over the years. But sensing a possibility the administration's proposals would be passed for lack of better ones, the anti-coeducation and anti-expansion forces at Bryn Mawr and Haverford mounted a counter-offensive.

In early November, Prof. Dan Gillis and thirteen other faculty members joined together in a loose coalition. Simultaneously Bryn Mawr President Harris Wofford began hammering away at the idea that Haverford could do the most for women's education by continuing cooperation. Students began writing to Board members, and organizing on both sides of the debate. At Haverford, those opposed put most emphasis on the economic pitfalls of further expansion. Three students found significant flaws in the original Gubins expansion model, the main tool in the administration's expansion arsenal.

A revised model was necessitated, and no longer, the administration said, was expansion a must — rather it was crucial if the college was to have funds for innovation and improvement.

The Bryn Mawr administration attacked Haverford's two basic expansion/coeducation arguments: 1) that expansion was fiscally necessary and that 2) Haverford's pool of applicants was not large enough for expansion without coeducation to succeed. Haverford was in better financial shape than Bryn Mawr, Wofford argued in a series of working papers distributed to the Executive Councils of both schools' boards.

Wouldn't it be possible he asked, for Haverford to mount a campaign similar to Bryn Mawr's \$21 million fund drive?

The Haverford board came on campus Nov. 9, amid frenzied activity. The board met the faculty on Friday afternoon, students Friday night and the administration the following morning. The decision, originally scheduled for November was pushed up to January.

But the Board came and left with the issue no closer to resolution. It appeared though, that those opposing expansion and coeducation had made significant gains.

The debate became more bitter. Coleman privately accused Wofford of "meddling" in Haverford's affairs when he discussed finances and applicants. Philosophy professor Josiah Thompson and Biology professor Ariel Loewy repeated their long-time accusation of an administration growing fat on the expansion of the sixties, suggesting any new expansion would follow that pattern.

Gillis, representing the steering committee of the anti-expansion faculty group, published a series of memos stating the expansion era in American colleges was over, and Haverford simply could not afford to expand.

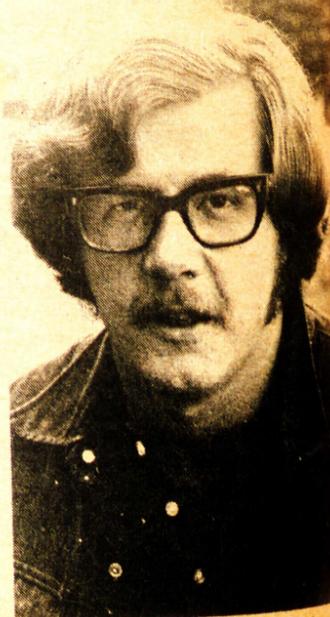
The classicist also charged the administration with not considering other money-raising ideas, and that plans such as a summer program had been scrapped impulsively. Nearly every charge had been substantially discussed a year earlier by the AAC.

The administration answered these charges and counter-charges, but the president also asked for a closer check on Gillis' investigative work. In a closed door administrative meeting, he instructed his staff not to release any more information to Gillis without first contacting him personally.

But word of this order became known on campus, and provoked one of the ugliest moments in the whole history of debate. In an open faculty meeting, Thompson demanded to know why Gillis had been "blacklisted."

In the last weeks, the Executive Committee of the Board met twice, the "Sounding Board," an alumni group, met once and the faculty was petitioned: a majority of the members of the faculty said no to further expansion, although they split evenly on coeducation.

The appeal to unanimity had failed. This set the stage for the Board's compromise decision.



Neil Stafford '73 was student representative to the Board of Managers